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Information

General Session

Update on the Implementation of SB 1209

Executive Summary: Staff will present an update on the Commission's implementation of SB 1209 (Chap. 517, Stats. 2006).

Recommended Action: For information only

Presenters: Terri H. Fesperman, Consultant, Certification, Assignment and Waivers Division; and Teri Clark, Administrator, Professional Services Division

Strategic Plan Goal(s):

Goal 1: Promote educational excellence through the preparation and certification of professional educators.

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

December 2007

Update on the Implementation of SB 1209

Introduction

On September 28, 2006, the Governor signed SB 1209 (Chap. 517, Stats. 2006), an omnibus education bill, with impact on thirty different provisions of the Education Code. The bill took effect January 1, 2007, but many of the activities directed by this legislation would not be effective until later in 2007 or 2008. Staff presented an overview of the legislation and the plan for implementation of the sections of the bill under the Commission's auspices at the December 2006 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2006-11/2006-11-2H.pdf>). Staff presented a subsequent update on the activities to implement SB 1209 at the March 2007 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2007-03/2007-03-2I.pdf>.) This agenda item provides an update on the Commission's activities related to SB 1209 since March 2007.

Update on Activities Related to SB 1209

The Commission has released a number of *Coded Correspondence* documents, which represent the Commission's official notification to the field, and staff has completed a number of activities related to SB 1209. In addition, a web page devoted specifically to SB 1209 and its implementation was created soon after passage of the law (<http://www.ctc.ca.gov/educator-prep/SB1209/default.html>). All information related to SB 1209 is posted on this web page.

The Commission is still in process of implementing a few of the provisions of SB 1209. These include the implementation of the Teaching Performance Assessment, Enhanced Intern Program, and the Clear Program Standards: Induction and Fifth Year. An implementation plan is in process and work is continuing in these three areas.

Teaching Performance Assessment (TPA)

The TPA must be implemented beginning July 1, 2008. Programs have been notified of this requirement and the need to submit responses to Program Standards 19-21 by January 2008. Staff is currently facilitating the reviews of documents that have been submitted and there is a plan to continue reviewing documents through June 2008. Ongoing training for the CalTPA will also continue through June of 2008.

Enhanced Intern Program

The Enhanced Intern Program was available beginning January 1, 2007. But because it was the middle of the school year, only 35 of the 74 intern programs were able to implement the Enhanced program with some of their interns. It is anticipated that an increased number of Intern programs will offer the Enhanced Intern Program during the 2007-08 year.

Clear Program Standards (Induction and Fifth Year programs)

SB 1209 required that a study be completed on this topic and submitted to the Governor and Legislature in December 2007. The study was completed by University of California, Riverside and the report from the research team will be transmitted to the Legislature by the California Department of Education in early December. The Commission will review the findings from the study at its January 2008 meeting and discuss future standards work that will be necessary to address the

recommendations. A panel of stakeholders has been selected to review the adopted Induction Standards and to consider the recommendations. This Advisory Panel will begin meeting in January 2008 and draft Induction (and Fifth Year of Study) standards will be presented to the Commission in Spring 2008.

Other than these three areas, the Commission has completed its work in relation to SB 1209. Table 1 provides the general timeline for all of the Commission's responsibilities related to SB 1209. Provided in Appendix A is a complete update on the implementation of the provisions of SB 1209 for which the Commission is responsible.

Next Steps

Staff will continue the work of implementing SB 1209 in the remaining areas and return to the Commission with additional information at a later date.

Table 1: SB 1209 General Timeline

Task	2006				2007												2008							
	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	
Credentialing Requirements																								
Professional growth requirement for renewal of credential			—	●																				
Out-of-state and out-of-country prepared teachers credential requirements			—	●																				
Teacher Examinations																								
3 additional examinations meet the basic skills requirement once SPI sets passing scores					—						◆													
Modify CSET: MS to include an assessment of basic skills writing			—								●													
Hold a study session on including RICA in the TPA. Develop report for the Commission, Legislature and Governor							—				●													
Hold a study session on assessing basic skills in the CSET single subject examinations. Develop a report for the Commission, Legislature and Governor											—													
Teaching Performance Assessment: Prepare to implement the TPA as a program completion requirement, effective July 1, 2008																								
																								→
Education Specialist: Review credential requirements and report to the Governor and legislature																								
																								●
Professional Clear Credential: Induction and Fifth Year																								
Deletion of “Study of” in program standards			—	●																				
Demonstration of skills learned in the preliminary preparation program																								→
May meet an induction standard while in preliminary preparation program			—	●																				
Beginning Teacher Support and Assessment Induction Program and Funding																								
Study the Induction and Intern programs																								●
Revise the standards, as necessary, based on the study																								→
Enhanced Intern Program																								
																								→

Completed —●— Ongoing —→— Can not be completed at this time since the SPI has not set passing scores —◆—

Appendix A

Credentialing Requirements Update

Professional Growth Requirements: Renewal of Professional Clear Credentials

Education Code section 44277, which outlines the professional growth requirement for the renewal of professional clear teaching and service credentials, was amended by SB 1209. Instead of teachers having mandatory professional growth requirements for credential renewal, school districts are directed to encourage teachers to participate in professional growth activities that align with the descriptions of professional growth requirements in section 44277. This directive pertains to all teaching and service credentials, including career technical education (designated subjects) credentials. The credential requirement for professional growth remains for child development permit holders.

Sections 44278 and 44279 of the Education Code, related to the appeal procedure for completion of professional growth requirements, were repealed with the passage of SB 1209. The measure retained the five-year validity period of clear credentials and retained the update on the background check for renewal.

Update on the Action Plan: Commission staff distributed Coded Correspondence 06-0017 (<http://www.ctc.ca.gov/notices/coded/060017/060017.pdf>) in November 2006. The correspondence clarified that verification of professional growth requirements is no longer a renewal requirement for professional clear credentials and that the Commission returned to using the term 'clear' on credentials issued on or after January 1, 2007. The Commission's online renewal process was updated to remove the need to verify professional growth requirements for all types of credentials except the child development permits.

Status: This portion of the work related to SB 1209 has been completed.

California Requirements for Out-of-State Prepared Teachers

SB 1209 changes the options available to out-of-state prepared teachers by directing the Commission to issue a five-year preliminary multiple subject, single subject, and education specialist credential to a teacher with the following requirements:

- Holds a teaching credential in a state other than California.
- Passes California requirements for fingerprint and character and identification clearance.
- Meets the Basic Skills requirement (see section on Basic Skills requirement for all the options).

Prior to January 1, 2008, if the applicant does not meet the basic skills requirement through the options stated above, the employing agency (LEA) can administer a district basic skills exam and, as is currently the practice, the basic skills requirement must be met within the first year of the validity period of the credential or the credential becomes invalid. If the applicant is not employed in California, he/she must satisfy the basic skills requirement before the five-year preliminary credential can be issued. SB 280 (Chap. 345, Stats. 2007) has recently been signed and addresses this section and employment will not be a requirement as of January 1, 2008. To simplify the options for earning a clear teaching credential and to ensure that teachers are prepared to educate students who are English learners, SB 1209 requires the following:

For teachers with less than two years of out-of-state teaching experience:

- Complete a Commission-approved beginning teacher induction program, or for the education specialist credential, a Level II education specialist credential program, and
- Earn a California authorization to teach English learners (in California or another state)

For teachers with two or more years of out-of-state teaching experience (evaluations and documentation of experience required):

- Complete 150 hours of professional activities OR a Master's degree or higher or an equivalent number of units in a field related to the credential from a regionally accredited university, and
- Earn a California authorization to teach English learners (in California or another state)

If an out-of-state teacher meets these requirements based on coursework completed out-of-state when first applying for a credential in California, the legislation directs the Commission to issue a clear credential instead of a preliminary credential. The revised requirements for out-of-state prepared teachers are for credentials with an issuance date on or after January 1, 2007.

Update on the Action Plan: The programming changes in the Commission's teacher database system (Siebel) are complete and the updated leaflets are available on the Commission's website. Three Coded Correspondence (06-0026, 06-0027, and 06-0028) were released in December 2006 for the out-of-state prepared teachers. Each correspondence specifically addressed a separate issue:

- Education Specialist Teachers: Coded Correspondence 06-0026 (<http://www.ctc.ca.gov/notices/coded/060026/060026.pdf>)
- Transition Options for Credentials with an Issuance Date Prior to January 1, 2007: Coded Correspondence 06-0027 (<http://www.ctc.ca.gov/notices/coded/060027/060027.pdf>)
- Multiple and Single Subject Teachers: Coded Correspondence 06-0028 (<http://www.ctc.ca.gov/notices/coded/060028/060028.pdf>)

Status: This portion of the work related to SB 1209 has been completed.

California Requirements for Teachers Prepared Outside the United States

SB 1209 updated Education Code section 44274.5 pertaining to teachers prepared in other countries to include an approved induction program to earn a clear credential.

Update on the Action Plan: In February, the Commission distributed Coded Correspondence 07-01 (<http://www.ctc.ca.gov/notices/coded/0701/0701.pdf>) that addressed changes for teachers prepared outside the United States. The revised requirements for teachers prepared outside of California pertain to credentials with an issuance date on or after January 1, 2007.

Status: This portion of the work related to SB 1209 has been completed.

Out-of-State English Learner Authorization

SB 1209 now allows teachers prepared out-of-state who hold a valid out-of-state credential that authorizes instruction of English learners to earn a California English learner authorization by submitting the appropriate materials to the Commission.

Update on the Action Plan: A Coded Correspondence was released in February 2007 (<http://www.ctc.ca.gov/notices/coded/0703/0703.pdf>) that included the options available to earn a CLAD Certificate or English learner authorization for teachers with out-of-state English learner authorization. Research has been completed on English learner authorizations offered in other

states. Following review, a chart was posted on the Commission's Credential Information Guide.

Status: This portion of the work related to SB 1209 is near completion.

Experienced Private School Teachers

SB 1209 required that, in order for private school teachers with six or more years of teaching experience to earn a clear credential, they must earn or hold an authorization to teach English learners.

Update on the Action Plan: In February, Coded Correspondence 07-02 (<http://www.ctc.ca.gov/notices/coded/0702/0702.pdf>) was distributed to clarify the options to complete the new English learner requirement for teachers with private school experience.

Status: This portion of the work related to SB 1209 has been completed.

Teacher Examinations

Basic Skills Requirement

The California Basic Educational Skills Test (CBEST)

SB 1209 directs scores determined by the Superintendent of Public Instruction (SPI) on the Graduate Record Examinations (GRE) General Test, the Scholastic Aptitude Test (SAT) Reasoning Test and the ACT Plus Writing test to satisfy the basic skills requirement in lieu of a passing score on the CBEST for the purpose of licensing educators in California. The bill requires the SPI to set a passing rate for the GRE, SAT and ACT by July 31, 2007.

Update on the Action Plan: The Superintendent of Public Instruction (SPI) notified Senator Scott in June 2007 that he would not be setting passing scores on these examinations. Coded Correspondence concerning the SPI's decision was distributed in July 2007.

Satisfying the Basic Skills Requirement Out of State

In addition, SB 1209 allows a basic skills examination from another state to be used to meet California's basic skills requirement.

Update on the Action Plan: Research was completed on basic skill examinations in other states. In May 2007, a chart (Appendix B) was posted on the Commission's Credential Information Guide and staff will update the chart as needed.

CSET: Multiple Subjects: Modification to Assess Basic Writing Skills

SB 1209 requires that by July 1, 2007, the CSET: Multiple Subjects (CSET: MS) examination is modified to add an assessment of basic writing skills. Candidates passing this modified examination would not be required to take the CBEST.

Update on the Action Plan: The modification of the CSET: MS to include an assessment of writing skills was completed and the revised examination became available to candidates in May 2007.

Status: The out of state examinations and the development of the CSET: Multiple Subjects with the writing subtest has been completed.

Public Study Session RICA/TPA

SB 1209 required the Commission to conduct a public study session to consider the implications of incorporating the assessment of knowledge, skills, and ability (KSAs) related to effective reading instruction that is currently assessed by the Reading Instruction Competence Assessment (RICA) within the teaching performance (TPA) and report on the outcome of that session to the Legislature and the Governor by July 1, 2007.

Update on the Action Plan: A public study session on the implications of incorporating the assessment of KSAs related to effective reading instruction into the teaching performance assessment was held at the February 7, 2007 Commission meeting. A report of that public study session and recommendations from the session were presented to the Commission at the April 2007 meeting and was subsequently transmitted to the Legislature.

(<http://www.ctc.ca.gov/reports/CSET-SS-study-august-2007.pdf>).

Status: This portion of the work related to SB 1209 has been completed.

Public Study Session CSET: Single Subjects

SB 1209 requires the Commission to conduct a public study session to discuss the implications of modifying all other CSET: Single Subject examinations to include an assessment of basic skills in reading, writing, and mathematics and report to the Legislature no later than October 1, 2007.

Update on the Action Plan: A public study session on the implications of incorporating the assessment of basic skills within the single subject CSET examinations was held at the June 2007 Commission meeting. A report of that public study session was presented to the Commission at the August 2007 meeting and was subsequently transmitted to the Legislature

(<http://www.ctc.ca.gov/reports/CSET-SS-study-august-2007.pdf>).

Status: This portion of the work related to SB 1209 has been completed.

Teaching Performance Assessment (TPA) Update

SB 1209 requires that a TPA be instituted as a statewide requirement for multiple and single subject teacher preparation programs beginning July 1, 2008.

The Commission is required to ensure that each TPA model is state-approved, aligned with the California Standards for the Teaching Profession (CSTP) and consistently applied to candidates in similar preparation programs. To the maximum feasible extent, the TPA is to be ongoing and embedded into the preparation program. The TPA is to produce the following benefits for preparation programs, candidates and employers:

- Formative assessment information will be provided during teacher preparation for use by the candidate and the program, as specified.
- Reported TPA results will be used as one basis for a preparation program to recommend a candidate for a credential.
- Formative assessment information and performance assessments results will be used as a basis for the new teacher's individual induction plan.

The 2006-07 state budget included \$500,000 in federal Title II funds in the California Department of Education's budget to be transferred to the Commission for the continuing development of the TPA and for training purposes.

Update on the Action Plan:

Staff has conducted training for three of the CalTPA tasks in both the north and south of the state in the summer and fall of 2007. Trainings are now being scheduled for all four tasks during the fall-winter-spring of 2007-08.

In addition, Commission staff submitted a budget change proposal (BCP) to the Department of Finance for funding in the 2007-08 year to support the work required by SB 1209 related to the TPA. The 2007-08 state budget provided two additional positions for the Professional Services Division to focus on the TPA.

The review of the Performance Assessment of California Teachers (PACT) alternative teaching performance assessment was completed and at the October 2007 Commission meeting, PACT was approved.

The Commission is working with Educational Testing Services (ETS), the original contractor that assisted in the development of the CalTPA to complete the development of the Subject Specific Pedagogy task for the single subject areas other than English, mathematics, and social science.

Requirements for the Education Specialist Credential Update

SB 1209 requires the Commission to report to the Legislature and the Governor by December 1, 2007 on the current process and requirements for obtaining a specialist credential in special education and recommend modifications to enhance and expedite these procedures.

The 2006-07 state budget included \$200,000 in federal Title II funds in the California Department of Education's budget to be transferred to the Commission for the review of the current requirements and to recommend modifications.

Update on the Action Plan:

The Special Education Advisory Workgroup completed its review of the credential requirements and the recommendations were presented at the November 2007 Commission meeting. Consideration and approval of the report to the Legislature and Governor is scheduled for the December 2007 meeting of the Commission. Upon Commission approval, the report will be submitted to the Legislature and Governor.

Clear Program Standards (Induction and Fifth Year programs)

SB 1209 recasts requirements for professional clear credential programs (Induction and Fifth Year programs) to focus on application of knowledge and skills previously acquired in a preliminary credential. The bill deletes references to "the study of" specific subjects in favor of applied knowledge and skill in the areas of health, mainstreaming, and advanced computer-based technology.

Update on the Action Plan: Staff sent a letter (<http://www.ctc.ca.gov/educator-prep/SB1209/update-2007-01-03.html>) to all institutions and local education agencies that sponsor either Induction or Fifth Year of Study programs that described a staged implementation for this provision of SB 1209. Additional Induction/Fifth Year of Study stakeholder meetings were held in May and July and an application has been available for the Induction Standards Advisory Panel since August 31, 2007. The advisory panel will begin meeting in January 2008 to review and revise the Induction Program Standards.

Beginning Teacher Support and Assessment (BTSA): Program Review

SB 1209 requires that by December 1, 2007, the Superintendent of Public Instruction (SPI) and the Commission to report on the current status of the BTSA program. The report, at a minimum, is to review the articulation of teacher preparation programs and teacher induction programs to eliminate duplicative requirements and address certain areas, as specified.

By July 1, 2008, the SPI and the Commission are to review and revise (as necessary) the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* to ensure that these standards address the application of knowledge and skills previously acquired in a preliminary credential program and to remove any requirements or activities that cause candidates to duplicate the acquisition of knowledge previously obtained through coursework. The SPI and the Commission are also charged with revising the formative assessment system, as necessary.

SB 1209 also specifies that, subject to verification and approval by an induction program director, a beginning teacher would not be required to demonstrate that an induction standard has been met, or complete an element of an approved induction program designed to assist a candidate in mastering a given standard, if the candidate previously met the induction standard while participating in a Commission-approved preparation program.

Update on the Action Plan: Commission staff worked with the California Department of Education to manage the study that was completed by the University of California, Riverside. A report will be submitted to the Governor and the Legislature by December 1, 2007. If the report concludes that the Induction Standards need to be modified, staff will coordinate this effort to begin immediately ensuring the modifications are completed by July 1, 2008 as required by the law. If the standards are modified, programs will be advised of the modifications and a program amendment process will be implemented.

Enhanced Intern Program

SB 1209 provides additional incentive funding to programs that agree to add specific enhancements to their intern programs:

- 40 clock hours of preparation in addition to the current 120 clock hours of pre-service preparation.
- At least 40 clock hours of annual site support for each intern by a similarly certified support provider at the intern's school.
- Maintain specified ratios and comparative percentages of new and experienced teachers in high priority schools.

Programs are required to maintain a ratio of no less than one experienced teacher to five teacher interns at the same school site. To continue receiving enhanced intern program funding, a school

district needs to demonstrate to the Commission that no high priority school has a higher percentage of beginning teachers than the district-wide average of beginning teachers in that year.

Increased funding of up to a total of \$3,500 (\$1,000 above the current state contribution of \$2,500 per intern) is now available to a school district or county office of education that meets all new program requirements.

SB 1209 also requires the Commission to include the number of school districts and county offices of education receiving increased funding and the number of interns for whom increased funding is claimed in the annual *Teacher Supply* report to the Legislature.

The 2006-07 state budget included \$6.8 million in Proposition 98 General Funds in the California Department of Education's budget to be transferred to Commission for the Enhanced Intern Program.

Update on the Action Plan: Commission staff prepared and released a document (<http://www.ctc.ca.gov/educator-prep/SB1209/PDF/Enhanced-Internship-Guidelines.pdf>) to all programs to guide them in providing the Enhanced Intern Program. Program sponsors who intended to offer the enhanced intern option in 2006-07 were required to submit a program amendment by February 15, 2007 describing the modifications and support that participating programs will provide to their interns. Information on the number of school districts and county offices of education that receive increased funding will be included in the annual *Teacher Supply* report.

Appendix B: Guide to Out-of-State Basic Skills Exams

July 2007

State	Exam ¹	Exam Name	Exam Info Web Site	State Web Site
Alabama	yes	Alabama Prospective Teacher Testing Program (APTTP)	https://secure.act.org/app/wkalasecure/wkala	www.alsde.edu/html/home.asp
Alaska	yes	Praxis I: Pre-Professional Skills Assessments (PPST) California Basic Educational Skills Test (CBEST) West-B	www.ets.org www.CBEST.nesinc.com www.WEST.nesinc.com	www.eed.state.ak.us/home.html
Arizona	limited	Basic Sills Exam <i>if passed between January 1984 and January 1999</i>	N/A	www.ade.state.az.us/
Arkansas	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	http://arkedu.state.ar.us/index.html
Colorado	no			www.cde.state.co.us/
Connecticut	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	www.sde.ct.gov/sde/site/default.asp
Delaware	yes	Praxis I: Pre-Professional Skills Assessments (PPST) California Basic Educational Skills Test (CBEST)	www.ets.org www.cbest.nesinc.com/	www.doe.k12.de.us/
District of Columbia	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	www.k12.dc.us/dcsea/certification/licensing/initialteacher.html
Florida	yes	General Knowledge Test (GK) - one part of Florida Teacher Certification Examinations (FTCE)	www.firn.edu/doe/sas/ftce/ftcedesc.htm#General	www.fldoe.org/default.asp?flsh=false
Georgia	yes	Georgia Assessments for the Certification of Educators (GACE) Praxis I: Pre-Professional Skills Assessments (PPST) <i>if passed prior to 3/5/2007</i>	www.gapsc.com/documentation/basicskillsinfo.asp www.ets.org	http://public.doe.k12.ga.us/
Hawaii	yes	Praxis I: Pre-Professional	www.ets.org	www.academploy.com/cert/certha.htm

State	Exam ¹	Exam Name	Exam Info Web Site	State Web Site
		Skills Assessments (PPST)		
Idaho	-----			www.sde.state.id.us/Dept/
Illinois	yes	Illinois Certification Testing System (ICTS) - Basic Skills Test	www.icts.nesinc.com/index.asp	www.isbe.state.il.us/
Indiana	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	http://ideanet.doe.state.in.us/
Iowa	-----			www.iowa.gov/educate/
Kansas	limited	Praxis I: Pre-Professional Skills Assessments (PPST) <i>if passed between 5/1/1986 to 7/1/2002</i>	N/A	www.ksbe.state.ks.us/
Kentucky	-----			www.kde.state.ky.us/KDE/
Louisiana	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	www.doe.state.la.us/1de/index.html
Maine	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	www.state.me.us/education/index.shtml
Maryland	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/
Massachusetts	no			www.doe.mass.edu/
Michigan	yes	Michigan Test for Teacher Certification (MTTC)	www.michigan.gov/mde	www.michigan.gov/mde
Minnesota	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	http://children.state.mn.us/MDE/index.html
Mississippi	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	www.mde.k12.ms.us/index.html
Missouri	-----			http://dese.mo.gov/
Montana	no			www.opi.mt.gov/
Nebraska	yes	Praxis I: Pre-Professional Skills Assessments (PPST) California Basic Educational	www.ets.org www.cbest.nesinc.com/	www.nde.state.ne.us/TCERT/

State	Exam ¹	Exam Name	Exam Info Web Site	State Web Site
		Skills Test (CBEST)		
Nevada	Yes	Praxis I: Pre-Professional Skills Assessments (PPST) California Basic Educational Skills Test (CBEST)	www.ets.org www.cbest.nesinc.com/	http://www.doe.nv.gov/licensing/application_forms_resources.html
New Hampshire	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	www.ed.state.nh.us/education/educators/index.htm
New Jersey	no			www.state.nj.us/education/
New Mexico	yes	New Mexico Assessment of Teacher Basic Skills	www.nmta.nesinc.com/	www.ped.state.nm.us
New York	-----			http://usny.nysed.gov/teachers/
North Carolina	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	http://teach4nc.org/
North Dakota	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	www.nd.gov/esp/
Ohio	no			www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=513&ContentID=15511&Content=15970
Oklahoma	yes	Oklahoma General Education Test (OGET)	www.tspc.state.or.us/	www.sde.state.ok.us/home/defaultie.html
Oregon	yes	West-B California Basic Educational Skills Test (CBEST) Praxis I: Pre-Professional Skills Assessments (PPST)	www.WEST.nesinc.com www.cbest.nesinc.com/ www.ets.org	www.tspc.state.or.us/
Pennsylvania	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	www.teaching.state.pa.us/teaching/site/default.asp
Rhode Island	-----			www.rido.net/ride/teachadmin.aspx
South Carolina	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	www.scteacheers.org/cert/index.cfm
South Dakota	-----			http://doe.sd.gov/oatq/teachercert/index.asp

State	Exam ¹	Exam Name	Exam Info Web Site	State Web Site
Tennessee	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	www.state.tn.us/education/lic/
Texas	Yes	THEA (Texas Higher Education Assessment) <i>Prior to 9/1/2003, examination was TASP (Texas Academic Skills Program)</i>	http://www.thea.nesinc.com/	www.sbec.state.tx.us/SBECOnline/default.asp
Utah	no			www.schools.utah.gov/cert/
Vermont	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	http://education.vermont.gov/new/html/maincert.html
Virginia	limited	Praxis I: Pre-Professional Skills Assessments (PPST) <i>if passed prior to 1/1/2006</i>	N/A	www.doe.virginia.gov/VDOE/newvdoe/teached.html
Washington	yes	West-B California Basic Educational Skills Test (CBEST) Praxis I: Pre-Professional Skills Assessments (PPST)	www.WEST.nesinc.com www.cbest.nesinc.com/ www.ets.org	www.teachwashington.org/
West Virginia	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	http://wvde.state.wv.us/certification/
Wisconsin	yes	Praxis I: Pre-Professional Skills Assessments (PPST)	www.ets.org	http://dpi.wi.gov/tepd/index.html
Wyoming	no			http://ptsb.state.wy.us/

1 If dashes (-----) appear in the examination column that indicates that the information concerning the state is inconclusive at this time. Additional research is being completed by the Commission. It does not mean the state does not have a basic skills requirement. Updates will be made to the chart as available.

If an individual submits a basic skills examination from one of these “-----” states, the application packet will need to include information from the state verifying that the examination meets their basic skills requirement.